



## Plain Elementary

506 Neely Ferry Road  
Simpsonville, SC 29680

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	967 Students	
<b>Principal</b>	Deborah A. Mihalic	864-355-7701
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.



Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

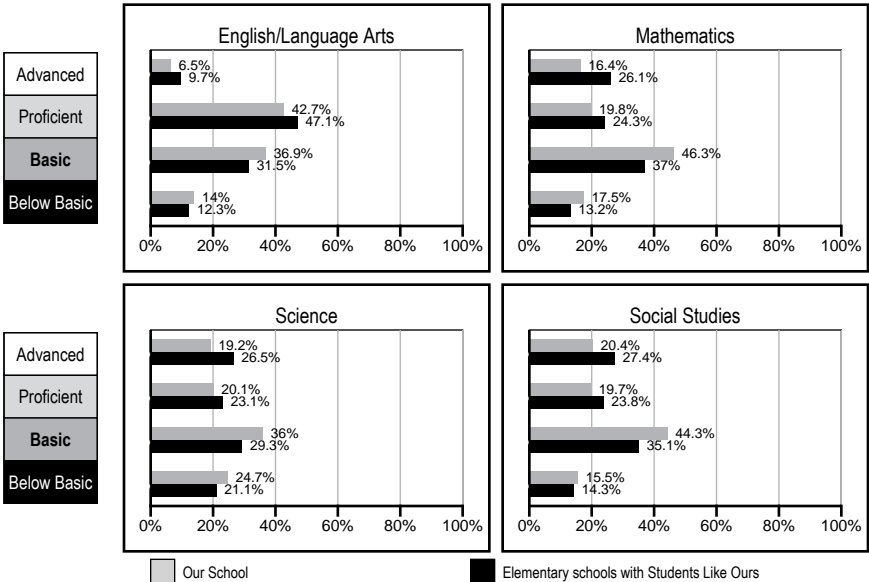
96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	23	15	2	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample



School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=967)</b>				
First graders who attended full-day kindergarten	98.0%	Up from 88.8%	100.0%	100.0%
Retention rate	0.8%	Down from 2.3%	1.7%	2.3%
Attendance rate	97.0%	Up from 96.8%	96.8%	96.3%
Eligible for gifted and talented	17.6%	Down from 20.5%	20.2%	10.4%
With disabilities other than speech	9.8%	Up from 8.5%	6.9%	7.5%
Older than usual for grade	0.2%	Down from 0.4%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	49.1%	Down from 54.5%	60.2%	56.7%
Continuing contract teachers	89.5%	Down from 92.7%	81.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.0%	Down from 98.0%	88.1%	86.4%
Teacher attendance rate	94.8%	Up from 94.0%	95.5%	94.9%
Average teacher salary	\$47,946	Up 2.6%	\$46,934	\$45,345
Professional development days/teacher	13.3 days	Down from 14.1 days	11.9 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	3.5	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 20.9 to 1	20.5 to 1	18.5 to 1
Prime instructional time	90.1%	Up from 88.7%	90.7%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,513	Up 0.7%	\$6,540	\$7,052
Percent of expenditures for instruction*	74.0%	No Change	70.7%	69.1%
Percent of expenditures for teacher salaries*	68.8%	Up from 65.2%	65.7%	64.2%

\* Prior year audited financial data are reported.



Report of Principal and School Improvement Council

The mission of Plain Elementary, in cooperation with our children's home and community, is to prepare students to become lifelong learners and responsible, productive citizens by creating meaningful learning experiences in a safe, nurturing environment. Our vision is that all children will engage in a rigorous standards-based instructional program and succeed academically in a climate that fosters tolerance and diversity. We strive to empower children with the confidence and initiative necessary to remain lifelong learners in our ever-changing technologically advanced world.

Our curriculum is aligned with state and district academic standards. Plain's instructional program includes interdisciplinary units of study designed to address the learning styles of all students. The language arts program is based on the 4-block literacy model, and the writing process is emphasized in all grade levels. The math curriculum engages students in relevant problem-solving activities that can be applied to real-life situations. Our fine arts program provides opportunities to showcase children's unique talents, while developing an appreciation for the arts.

Parental and community involvement is integral to our success in educating our students. The PTA and School Improvement Council (SIC) are involved in the decision-making process for programs, initiatives, and expenditures. Over 30,000 volunteer hours are logged annually. Parents and community members serve as mentors, tutors, guest speakers, and classroom support systems. Business partners and community members adopt classes to assist with essential classroom needs. Plain Elementary was recognized by the South Carolina Education Oversight Committee for accomplishments in closing the achievement gap through the exemplary 2007 PACT performance of historically underachieving students. Our school has been recognized as a Red Carpet School and a National PTA School of Excellence. Plain Elementary continues to implement the Quality Learning Continuous School Improvement Program sponsored by the Carolina First Center of Excellence. This initiative enables educators to improve instructional systems through the use of quality tools, techniques, processes, and theories. Students track their progress by recording data in personal data notebooks.

Plain Elementary is a technologically advanced, wireless facility. All classrooms have Smart Boards, projectors, and a minimum of two computers. We also have a state-of-the-art computer lab along with four portable laptop carts each housing thirty computers. Technology instruction continues to be a focus throughout our academic program.

We believe all children have the ability to learn and to achieve personal success in a stimulating and challenging learning environment.

Gary Long, Interim Principal  
Tim Arnold, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	141	103
Percent satisfied with learning environment	100.0%	90.8%	94.1%
Percent satisfied with social and physical environment	100.0%	93.5%	91.2%
Percent satisfied with school-home relations	96.5%	91.3%	85.1%

\* Only students at the highest elementary school grade level and their parents were included.



School Adequate Yearly Progress	NO
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This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	97.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data



PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	497	99.8	13.6	36.4	42.1	7.9	64.5	52.4	48.2	Yes	Yes
Gender											
Male	254	100	16.2	42.3	36.5	5	60.2	46.1	41.7	N/A	N/A
Female	243	99.6	10.9	30.1	48	10.9	69	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	343	100	9.7	33.8	47.4	9.1	71	62.3	60	Yes	Yes
African American	107	99.1	27.8	40.2	26.8	5.2	44.3	31.7	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	30	100	20	40	32	8	56	36.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	107	100	27.2	40.8	22.3	9.7	43.7	20.3	16	Yes	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	35	100	16.7	53.3	23.3	6.7	56.7	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	162	99.4	19.4	44.4	31.3	4.9	50.7	34.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	497	100	17.2	45.6	19.7	17.4	54.6	49.5	45.8	Yes	Yes
Gender											
Male	254	100	20.7	42.3	15.8	21.2	51.9	49.9	45.6	N/A	N/A
Female	243	100	13.5	49.1	23.9	13.5	57.4	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	343	100	10.3	46.5	22.4	20.8	63.7	59.4	59	Yes	Yes
African American	107	100	35.7	45.9	11.2	7.1	28.6	27.2	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	30	100	28	36	24	12	44	37.4	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	107	100	30.1	47.6	11.7	10.7	37.9	20.1	17.1	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	35	100	23.3	46.7	16.7	13.3	43.3	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	162	100	32.4	42.1	13.1	12.4	36.6	32.2	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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I/S–Insufficient Sample



PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	334	100	24.2	35.4	19.7	20.7	40.4	39.3	35.7	97	96.5
Gender											
Male	171	100	25.5	28.6	21.1	24.8	46	41.6	37.4	96.9	96.4
Female	163	100	22.9	42.5	18.3	16.3	34.6	36.9	33.8	97.1	96.6
Racial/Ethnic Group											
White	232	100	15.2	35	24.7	25.1	49.8	49.7	49.2	96.9	96.4
African American	68	100	54.2	27.1	8.5	10.2	18.6	18.2	17	97.4	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	96.9	97.7
Hispanic	21	100	26.3	57.9	5.3	10.5	15.8	23.7	24.9	97.5	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	96	95.3
Disability Status											
Disabled	71	100	42.6	26.5	10.3	20.6	30.9	16.3	14	96.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	99.4	96.4
English Proficiency											
Limited English Proficient	22	100	35	55	0	10	10	22.6	24.4	97.4	97.2
Socio-Economic Status											
Subsided meals	109	100	36.5	38.5	11.5	13.5	25	21.3	21.1	96.4	95.8

Social Studies

All Students	330	100	15.3	43.8	19.5	21.4	40.9	38.1	34	97	96.5
Gender											
Male	164	100	14.8	38.7	20.6	25.8	46.5	41	36.6	96.9	96.4
Female	166	100	15.8	48.7	18.4	17.1	35.4	35	31.3	97.1	96.6
Racial/Ethnic Group											
White	228	100	9.1	42.7	22.3	25.9	48.2	46.1	44.5	96.9	96.4
African American	69	100	35.9	43.8	10.9	9.4	20.3	20.5	19.1	97.4	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	96.9	97.7
Hispanic	23	100	21.1	47.4	21.1	10.5	31.6	27.7	27.5	97.5	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	96	95.3
Disability Status											
Disabled	69	100	15.2	56.1	9.1	19.7	28.8	17.1	14.4	96.5	95.5
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	99.4	96.4
English Proficiency											
Limited English Proficient	25	100	14.3	52.4	28.6	4.8	33.3	27.6	27.3	97.4	97.2
Socio-Economic Status											
Subsided meals	108	100	26.8	48.5	12.4	12.4	24.7	22.8	21	96.4	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data



## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	133	100	6.2	31	57.4	5.4	62.8
	4	156	99.4	8.1	53.4	35.8	2.7	38.5
	5	158	100	19.5	44.2	35.7	0.6	36.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	161	100	11.1	26.1	52.3	10.5	62.7
	4	169	99.4	15.9	37.6	38.9	7.6	46.5
	5	167	100	13.8	45	35.6	5.6	41.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	133	100	10.9	55	23.3	10.9	34.1
	4	156	99.4	18.2	40.5	20.9	20.3	41.2
	5	158	100	20.1	46.8	22.1	11	33.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	161	100	17	47.7	20.9	14.4	35.3
	4	169	100	17.7	42.4	18.4	21.5	39.9
	5	167	100	16.9	46.9	20	16.3	36.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	67	100	21.2	42.4	21.2	15.2	36.4
	4	156	99.4	24.8	32.9	23.5	18.8	42.3
	5	78	100	40.8	26.3	17.1	15.8	32.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	81	100	22.7	42.7	26.7	8	34.7
	4	169	100	24.1	33.5	19	23.4	42.4
	5	84	100	25.9	32.1	14.8	27.2	42
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	66	100	14.3	54	22.2	9.5	31.7
	4	156	99.4	16.8	42.3	21.5	19.5	40.9
	5	80	100	32.1	42.3	14.1	11.5	25.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	80	100	10.3	46.2	33.3	10.3	43.6
	4	167	100	15.4	41.7	14.7	28.2	42.9
	5	83	100	20.3	45.6	15.2	19	34.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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